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ABSTRACT

The two articles have the following titles and authors: "Establishing 'Home-School' Relationships with an Institution--A Team Approach" by R. Baum and D. Perner, and "Can Mainstreaming Cope with the System?" by I. Nadler. The first article describes a program which provides self contained classroom instruction for moderately, severely, and profoundly retarded children (8 to 13 years old) during the morning and practical instruction within the residential group in self care and daily living skills during the afternoon. The second article suggests that the school system is not presently organized for successful mainstreaming and that pulling a child out of the class for remedial instruction may not be ultimately beneficial. (DB)

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the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

VOLUME 5, NO. 5 **FALL 1979**

AAMD-CEC Convention — November 15-18, 1979

The Genesee Plaza/Holiday Inn, Rochester, New York

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In Memory

William C. Geer,
January 24, 1916–June 22, 1979

On Friday, June 22, William C. Geer, CEC's Executive Director for 18 years, died at Doctor's Hospital in Washington, D.C., from cardiac arrest. The Council and special education lost a dedicated leader, and exceptional children lost an advocate and friend.

A private graveside service was held on June 27 in Herndon, Virginia, attended by the immediate family, close friends, and a few professional colleagues. The education community paid tribute to Bill Geer and his life of dedicated service to exceptional children on Sunday, July 1, at a Memorial Service held at the CEC Headquarters building in Reston. A William C. Geer Memorial Fund has been established with the Foundation for Exceptional Children.

Establishing "Home-School" Relationships With An Institution: A Team Approach

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In recent years, a flow of retarded persons from institutional settings to the community has been widely witnessed. Concomitantly, institutions throughout the United States are now tending to accept only those retarded children and adults who, due to their inability to adapt to community living on some level, warrant institutional placement. However, even these individuals are institutionalized with a view toward the day when they will once again take their place in the community. These events have led to concerted efforts to develop and implement educational and training programs within institutions that will provide residents with the abilities necessary to allow their accommodation to a variety of independent and semi-independent community living situations.

These directions have emanated from several philosophical and pragmatic perspectives. Leaders of the normalization movement (Nirje, 1969 and Wolfensberger, 1972) have advanced the social desirability of normalizing the lives of retarded persons. Legislation, such as the Willowbrook Decree (Curry, 1976) has highlighted the great need to provide training for retarded persons in institutions. Additionally, increased sophistication of training procedures (Gold, 1974 and Thompson and Grabowski, 1972) has demonstrated that people whose lives were formally relegated to mere existence can be productive, allowing them to live with meaning and dignity.

Historically, institutionalized children deemed capable of benefiting from a structured or semi-structured educational program have been sent to the institution's school. These children often fell in the mild to moderate range of intelligence and most were rather proficient in caring for their own needs by the time they "qualified" to go to school. Therefore, institutional educational programs focused primarily on social and communication skills and "academic" areas that would enhance the students' chances for successful assimilation when they were eventually returned to the community. Those children who were lacking the basic skills that would make them good candidates for the educational program remained on their wards or in their cottages where their basic needs were met and they were supervised by the ward or cottage attendants. They were thought incapable of learning to care for themselves.

The exclusivity of institutional education programs has been altered as most of the higher functioning residents have returned to the community. It is not uncommon, due to court decisions and state mandates, to now find children previously maintained on the "back wards" attending the institution school. This has created a need for a modification of educational practices by institutional staff members as well as a

modification of their thinking regarding the potentials of their students. Comments such as, "In the past most of the students could dress and feed themselves but now we have to spend more time teaching these skills", illustrate the transitions that teachers are making in their attempts to meet the needs of their students. Moreover, teachers are finding it more difficult to apply a traditional educational model, the self-contained classroom, to a new population of students. Most teachers would agree that they had fewer problems providing an educational program for fifteen mildly and moderately retarded children than they do for half as many students of a similar chronological age who function intellectually in the severe to profound retarded range. The need to provide intensive individualized instruction in self-care areas as well as needed training in socialization and communication leads to frustration in many teachers who previously were able to group their students for various elements of the instructional program. Statements from teachers such as, "I feel my students would really progress if I had a full-time teacher aide," are heard almost daily by institutional educational program coordinators. But it is much more commonplace, due to limited funding, to have only one or two aides who may be able to relieve or assist teachers only during emergencies.

Another phenomenon that prevails in many institutions is a lack of interface between a particular child's educational program and the child's life in a cottage or on a ward. Teachers are viewed as the educators and the cottage and ward therapy aides and related personnel are seen as those who supervise and assist the child in his recreation and other activities of daily living. Rarely is there structured or ongoing contact between the child's teacher and those therapy aides who work with the child when he or she is not in school. Most institutions have initiated in-service programs to develop the skills, understandings and attitudes of ward and cottage personnel; but this instruction is rarely coordinated with those responsible for the child's development within the "official" education program. Thus, institutions appear plagued by the same problem that persists in many school programs: a lack of contact between "school" and "home."

Recently professionals at the West Seneca Developmental Center, a state institution serving the Western New York region, had noted that the needs of children in one class were not being optimally met. It appeared that the full-day self-contained classroom program within the institution school was not sufficiently flexible to accommodate these students' wide range of needs. Some students were repeating skills already learned while others were not receiving all the individual attention they required. The self-contained program made excessive demands on both the students and the teacher. Moreover, the heterogeneous nature of the student population precluded meaningful group instruction, and the teacher-student ratio of one to nine minimized the incorporation of intensive individualized instruction for children with many needs but limited ability.

In an attempt to remedy the conditions cited above and to help meet the needs of the students in this class, an educational approach involving a coordinated teaching team of professional and paraprofessional personnel was initiated. The residents selected for this program ranged in age from 8 to 13 and had been classified as moderately, severely and profoundly mentally retarded, but were also seen as having potential for community placement. The primary goal of the project was to develop the self-care and socialization skills of these children to a point whereby they could be placed into community group homes and/or community-based school situations. It was felt that a prescriptive teaching team could provide an on-going intensive learning environment for the children through coordination of resources, facilities and training procedures within both the institutional school and the cottage in which these children resided.

Program

The morning program for all nine students was conducted in a self-contained classroom in the Education Building at the West Seneca Developmental Center. In this setting, emphasis for the entire group of students was on the development of language, gross and fine motor skills, auditory and visual perception, socialization, and self-care skills. Special programs such as gym and music were also incorporated into the morning program.

In the afternoon, these same nine students returned to their cottage where they were taught individually and/or in small groups by a team of instructors. The team consisted of a teacher, foster grandparents who attended on a regular basis, student teachers, a graduate student assistant, volunteers when available, and one to three therapy aides depending on day-to-day staffing.

At the beginning of the afternoon project, the classroom teacher and psychologist devoted several sessions to training other members of the team in behavior modification techniques and procedures for teaching specific self-care and socialization skills. These skills consisted of the following specific areas: dressing (pants, pullover shirt, button-type shirt, shoes and socks), washing (face and hands), brushing teeth, eating (using napkins and eating with a spoon), and socialization (eye contact, imitative play, responding to name, playing with a toy). Each skill was then broken down into smaller components through task analysis procedures and a form was devised for recording data on daily progress.

After the training sessions with the team members, baseline data were obtained on all children. When the baselines were acquired, the team met and each child was evaluated to determine his specific functioning level for each skill. Each team member was then assigned to program six children on an individual basis in a specific self-care skill area for fifteen minute sessions each school day. Thus, the students

rotated between team members and each team member had contact with a variety of children and teaching programs. One therapy aide was responsible for conducting the socialization training sessions with groups of three children for thirty minute periods.

Each skill and its specific steps were listed on data forms on which the instructor recorded each child's daily progress. All skill components and the methods of training were consistent for each child, but the instructor worked on one specific step per skill depending on the child's functioning level as determined by the baseline evaluations. For example, if the child needed training in brushing teeth, the first step was "Pick up the toothbrush." The instructor would give the verbal cue "Pick up the toothbrush." This cue was repeated two more times; and if the child did not respond, the instructor would physically guide the child to pick up the toothbrush (hand-over-hand technique) while providing the fourth verbal cue. Immediately after this task was performed, the instructor would verbally reinforce the child, "Good, you picked up the toothbrush," and this was paired with primary reinforcers (liquid, raisins or cereal). The number of verbal cues was recorded each time the task was performed in that fifteen minute session. As the child learned the specific task (needed no or only one verbal cue), he or she progressed to the next step. In this case, the child would then pick up the toothpaste. The instructor would have the child perform the preceding tasks (pick up the toothbrush) and continue to verbally reward, but then would give a new command "Pick up the toothpaste." The instructor continued the training of the second step in the same manner. Thus, as each new task was learned, the next step was incorporated into the training program.

Each child was evaluated approximately every two weeks by the teacher and each team member to determine if the child was ready to progress to the next step. In the case of a child not progressing, the teacher, psychologist and instructor determined ways of changing the training to help the child succeed. Such modifications included using a different reinforcer, breaking the step down into even smaller components, using a form of adaptive equipment, or other means deemed appropriate. Thus, the daily data forms and bi-weekly meetings were helpful in effectively evaluating each child's progress and the training project itself.

Results

Although a formal research study was not incorporated into the design of this program, it was noted that the project was successful in moving children toward the acquisition of specific skills. Analysis of the data forms maintained on each child throughout the school year indicated that six of the nine children made definite gains in their ability to perform self-care skills. For instance, in regard to the skill of brushing teeth, the first seven training sessions showed that four of the students required an average of 2.59 cues to successfully complete specific components of the task. Averaging the data from the last seven training sessions on component skills of brushing teeth revealed that those same students required only 1.22 cues to perform steps of the task. Two other students, who were developing the skill of washing their hands, required an average of 1.66 cues to complete steps of that task over the first seven training sessions. The last seven sessions showed that they required, on the average, only .92 cues to successfully complete the steps.

In addition to fostering skill development in the children, the program also served to train staff members who were not normally involved in a specific educational program in the institution. The foster grandparents were able to apply these teaching skills to other residents following their involvement in this training program. When the other children returned to their living area after the school day, the foster grandparents continued to teach and maintain specific skills with children assigned to them.

Similarly, the therapy aides were able to apply their training to children not in this project. They felt that their acquisition of training skills was enhanced through this project which offered them the opportunity to teach children on a one-to-one or small group basis. Previously they had always worked with relatively large groups of approximately eight children. They were able to note progress of individual skills more readily and quickly when working with individual children.

The teacher, student teachers, graduate intern and volunteers, who normally spent their entire day in the Education Building, were able to work with *individuals* on skills that were more appropriate to the "home" environment. They, too, were able to learn more about the children's needs and levels of functioning due to the advantage of teaching individual children as opposed to groups of children. Since all members were able to discuss and evaluate the children together as a team, more realistic assessments and specific objectives resulted from the sharing of knowledge about each child's individual needs and problems.

In summary, it is the authors' contention that this type of program can prove to be a viable option to typical institutional classroom programs. The maintenance of the practice of having each child leave his or her cottage and attend a more typical school program (albeit for a half-day) is consistent with the principle of normalization. The advantages of improved cooperation and communication between educational and cottage-life personnel, the training that can accrue for aides and others involved in the daily lives of the children, and the skill development in the children themselves indicates that a more empirical testing of this model is warranted.

References

Curry, K.L. Legal issues for the handicapped: National and State. In L.S. Sinatra and P. Collins (Eds.). *Documenta: Perspectives on Change in Teacher Education.* New York: New York State Teacher Corps Network, 1976, pp. 25-30.

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"Can Mainstreaming Cope With The System

Ira M. Nadler
Learning Disabilities Consultant
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The question has often been raised, "Can the System cope with mainstreaming?" Maybe we should rather be asking, "Can mainstreaming cope with the System?" In other words, can mainstreaming survive in a system that has not created the necessary environment for its successful functioning?

Anyone involved in Special Education is aware of Public Law #94-142 and all of its glory. We should applaud its acceptance. It has the makings of a fair non-discriminatory piece of legislation that will provide a suitable and equitable education for a *minority* of handicapped children. The major portion of its power and application is for only those children who are declared handicapped by the respective Committees on the Handicapped. These children fall within the deficit guidelines so outlined by the statutes of the Law. In these cases, the System will be forced to bend. Individual Education Plans (I.E.P.'s) will be required which will detail realistic academic goal expectations, disregarding specific curricular demands. The children will be allowed to operate within their own capability limitations and at their own individual rates. This in itself is a major advancement in truly equitable and meaningful education for all.

But what is to be done about those children who are not "so fortunate" as to be declared legally handicapped? What about those children who have moderately severe learning disabilities but who are not quite disabled enough? In today's System, they are often expected to meet unrealistic curricular demands which are almost impossible for them. We, as educators, must determine whether this is fair to the children and to us. Is it fair to create such pressure, at times debilitating pressure, on these children, the classroom teacher, the Resource Room teacher and all others involved with these children?

The following might be a typical scenario in your school. A fifth grade student who is referred and diagnosed by the Learning Disabilities Resource teacher as having learning problems is scheduled to go to the Resource Room for remedial services. This child might be scheduled to report several times per week. This same child might also require the services of the Remedial Reading teacher or the Speech and Hearing teacher. The whole professional staff has thus indicated that this child is in need of these professional services if the child is to achieve academic success. The same System that provides these services now turns around and negates their benefits by enforcing unrealistic and inflexible curricular demands. The classroom teacher is quite aware of the amount of work the child must complete to meet the curricular requirements. However, the child is in need of remediation of those deficit skills which are required for successful performance. The child begins to fall behind because he is leaving the classroom for other services and misses out on sorely needed lessons. Or else, he may just take a longer period of time to learn a particular skill as he utilizes new techniques to circumvent his learning disability. Is he afforded this needed time? The System often says "no".

The classroom teacher is pressured by the System as he or she feels obligated and accountable for the work prescribed. The teacher may understandably be reluctant to let the child leave her classroom for remedial services for this reason. This, in turn, creates a conflict for the Resource Room teacher and other Special Service teachers. Should he or she pull a child away from a much needed lesson? The classroom teacher and the Special Service personnel may eventually feel that they must vie for the child's time. Does a choice of 'importance" have to be made? The System is inadvertently forcing us to make such choices and is perpetuating the development of conflicts that can only prevent the child from achieving success.

The scenario may end in this way. The child feels pressure and frustration as a result of his inability to understand, deal with, and complete the assigned tasks. He begins to feel guilty and inadequate. The Special Service personnel, in turn, feel

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Literature Review

SPECIAL PEOPLE: A BRIGHTER FUTURE FOR EVERYONE WITH PHYSICAL MENTAL AND EMOTIONAL DISABILITIES. Shirley Cohen. Englewood Cliffs, New Jersey: Prentice Hall, 1977, 177 pp. paperback $3.95.

Special People is a special book, clearly written, without technical jargon, in an interesting, easy to read style. With the usual rush to get through a stack of reading materials, I only intended to skim rapidly through the book. Instead, I found myself thoroughly interested in the many examples as well as the overall content and spent the remainder of the evening reading the book.

The subtitle, *A Brighter Future for Everyone with Physical, Mental and Emotional Disabilities* summarizes the book's overfocus and tone, *Special People* focuses on attitudes toward the disabled, the multitude of small as well as major ways these attitudes are evidenced, and how these attitudes are changing. The author recognizes that labels, stereotypes and negative attitudes toward the disabled—children and adults alike—are often a greater burden and more handicapping than the disability itself. Throughout the book critical points are made in a succinct fashion and are preceeded or followed by specific examples or anecdotes which make the points vivid for the reader.

The introductory chapter describes possible reasons behind negative attitudes toward the disabled, how labels, fears of those who are "different," and ignorance affect attitudes and consequently opportunities for the disabled. The explanations and examples reminded me of the telephone inquiries I received when taking my daughter's Girl Scout Troop to the State School for the Deaf for a Christmas party. "Will my daughter catch it?" and "Are they dangerous?" were questions and comments from a few of the parents. Yes, fears and ignorance abound, and they exist at every level of society.

The chapters "On Being the Parent of a Disabled Child," "Growing Up Disabled," and "On Being a Disabled Adult" describe the various types of discrimination and the negative attitudes and expectations which the disabled and their parents face throughout their lives. Yet, reading these chapters does not leave the reader with feelings of despair or hopelessness because the author has also described positive ways in which parents, children, and adults have met, coped with or conquered negative attitudes. Cohen dispels the stereotype of parents, particularly the mother, as being a dispairing, overburdened, isolated individual, and focuses on healthy and positive ways in which parents have become advocates and teachers for their children. When describing problems faced by the handicapped child Cohen intervenes a very brief and general overview of critical points in child development such as learning to talk, developing independence, education, and friendships. For disabled adults, the major task of establishing independence is all too often hampered by community attitudes and the lack of living facilities and employment. Specific examples of ways in which disabled adults have developed independence and the potential positive effects of the *Rehabilitation Act of 1973* are illustrated with specific life examples. These examples can provide encouragement and ideas for others.

In the chapter "Normalization and the Right to a Better Life," Cohen integrates information and examples from diverse sources—movies, personal reports, court cases, institutional reports, as well as from research—to paint a picture of how the disabled have been denied a normal life. In "Education for All" she describes the changes which are occurring today and the potential opportunities for helping the disabled. On page 127 she quotes from one of her conference presentations, adds a precautionary note stating:

> "I don't usually make predictions about the future, but unless mainstreaming is accompanied by efforts to sensitize and train teachers, by effort to deal with the fears, superstitions, and prejudices of children and teachers alike, it will fail."

Final chapters on "Access," "the Disabled and the Media," and "Medicine and Technology" describe a few of the heartening changes which are occurring, changes which will improve the quality of life for the disabled. Yet, much needs to be accomplished to improve the future for those who are special.

Special People certainly takes a step forward toward dealing with the fears, suspicions, and prejudices which exist toward the handicapped. Hopefully this book will be used not only to increase the awareness and sensitivity of the general public but also for the training of teachers.

I have had the privilege of serving with Shirley Cohen on various professional committees and recognize her outstanding warmth and interest in others. She has the ability to listen attentively and with sensitivity, characteristics which are evidenced in her writing and the numerous illustrations of problems encountered by the disabled. Previously I have used and recommended to others *Accepting Individual Differences* (Cohen, 1977), a classroom curriculum designed to help non-handicapped children understand and accept the handicapped. Now *Special People* has been added to my list of "must read" recommendations for teenagers and adults. This is a book which teachers, psychologists, social workers, counselors, and others in the field of Special Education will want to have on hand and loan out to other teachers and parents.

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AAMD-CEC 1979 Convention Overview

Thursday, November 15, 1979—Sunday, November 18, 1979

The Convention will be at The Genesee Plaza/Holiday Inn, 120 Main Street East, Rochester, N.Y. Dr. Anthony Gregorc will be the Keynote speaker during four separate presentations.

Rusty Welch, Acting Executive Director for CEC will conduct several Leadership Training Sessions during the course of the Convention.

The Official Program will be available at the Hotel during the Convention at the Registration Area.

November 15	November 16	November 17	November 18
AAMD Executive Board Meeting	9:00 – 10:30 AM Concurrent Sessions	9:00 – 10:00 AM Concurrent Sessions	10:30 AM Brunch Dr. Gregorc
CEC Executive Board Meeting 1:00 – 4:00	11:00 – Noon Concurrent Sessions	10:30 – Noon General Assembly Dr. Gregorc	
Leadership Training 7:00 – 10:00 PM	1:30 – 3:30 PM Concurrent Sessions	1:30 – 3:30 PM Concurrent Sessions	
	3:30 – 5:00 Concurrent Sessions	3:30 – 5:00 Concurrent Sessions	
	9:00 AM – 4:00 PM Leadership Training Rusty Welch	AAMD Representative Assembly	
	8:00 – 10:00 PM Dr. Gregorc	CEC Representative Assembly	
	10:00 PM SCEC Cash Bar Reception	6:00 – 7:00 PM Cash Bar Reception 7:00 – Midnight President's Banquet and Dance	

Dr. Anthony Gregorc will be the Keynote Speaker during the 1979 AAMD-CEC Convention. He will make four presentations during the convention. The first address, "The Morality and Ethics of Learning and Teaching Styles" will be given from 8-10 P.M. on Friday, November 16, 1979. Dr. Gregorc will continue his presentation on Saturday, November 17th at 10:30 A.M. with "Flowers are Red: Pedagogenic Disorder" and also Saturday afternoon at 1:30 with "The Potent Forces Behind Styles". The Convention will conclude at 10:30 A.M., Sunday, November 18, 1979, during brunch. Dr. Gregorc's closing address will be "Hope for the Flowers".

AAMD — CEC

CONVENTION — 1979

PROFESSIONAL SESSIONS

Friday, November 16, 1979

"Law Regulations And Policy: New Roles For Consumers And Providers"
Presiding: Barbara A. Kenefick, Ed.D., Director, Bureau of Standards and Policy Planning, Albany, New York

"Normalization of Dental Services for the Developmentally Disabled: Is it Possible? Can it Co-exist with Institutionalization? 6 Years Experience in a Controversial Program"
Presiding: Michael H. Braff, D.D.S., Oswald D. Heck Developmental Center, Schenectady, New York

"I Must Be Good If I Can Teach"—Two Successful Peer Tutoring Programs
Presiding: David B. Lazerson, Learning Disabilities Teacher, Buffalo Public Schools, Buffalo, New York

"A Model for a Unified Community Residential Planning, Referral, Treatment, and Evaluation Programming System."
Presiding: David C. Hislop, Jr. M.A., Psychology Dept. Community Services, Monroe Developmental Center, Rochester, New York
Jennifer G. Fidura, M.A., Chief of Service, Newark Developmental Center.

"Early Intervention: A Model for Assessment, Planning and Advocacy"
Presiding: Luna Risemberg, M.D., FAAP, Comprehensive Assessment Service, O.D. Heck Developmental Center, Schenectady, New York
Ronald K. Messersmith, M.A., Eleanor Roosevelt Developmental Services, Schenectady, New York

The Catskill Saturday Seminars for the Able and Ambitious"
Presiding: Robert M. Porter, Professor of Education, State University College at Oneonta, Oneonta, New York, Coordinator, Seminar Program, Catskill Area School Study Council

"A Model for Supplementary Service to the Learning Adjustment Student—Project C.I.C.A.T.A.: Child In Crisis—A Team Approach"
Presiding: Rosalie Wiggle, Teacher Assigned, Learning Adjustment Classes, Buffalo Board of Education, Buffalo, New York
Panel: Janet L. Jacobs, Project Coordinator, C.I.C.A.T.A., Buffalo Board of Education, Buffalo, New York
Pamela Murphy Johnson, Specialist in Crisis Intervention and Behavior Modification, Buffalo Board of Education, Buffalo, New York
Francis L. Ryan, Supervisor of Learning Adjustment Classes, Buffalo, Board of Education, Buffalo, New York

"Total Speech Program for Trainable Mentally Retarded Pupils in a Public School"
Presiding: Mary Kent, Emma Wygant School, New Paltz, New York
Theresa Perlberg, Emma Wygant School, New Paltz, New York

"Project Orpheus: A Teacher Support System for Implementing the IEP"
Presiding: Gary O. Carman, Ph. D., Executive Director, Andrus Children's Home, Yonkers, New York
Panel: Bernie Kosberg, Andrus Children's Home, Yonkers, New York
Elizabeth McDonald, Andrus Children's Home, Yonkers, New York

"The Family-Infant Program at the Cantalician Center for Learning"
Presiding: Ms. Margaret Hicks, Community Coordinator, Cantalician Center for Learning, Buffalo, New York
Sister M. Lorita, Teacher, Cantalician Center for Learning, Buffalo, New York
Ms. Kathy Rielly, Teacher, Cantalician Center for Learning, Buffalo, New York

"A Language Curriculum for the Deaf and Other Children with Delayed Syntactic Development"
Presiding: Jennifer Ryan Hsu, Language Consultant at Saint Joseph's School for the Deaf, Bronx, New York
Panel: Patricia Curran, Saint Joseph's School for the Deaf, Bronx, New York
Rosemary O'Grady, Saint Joseph's School for the Deaf, Bronx, New York
Cheryl Thorten-Borden, Saint Joseph's School for the Deaf, Bronx, New York

"Present and Future Roles of Teacher Education Programs in Accommodating Exceptional Learners in Regular Classes"
Presiding: Dean George Jeffers, State University College, Potsdam, New York
Panel: Bobbye Williams, Ph.D., Coordinator Accommodative Education, Program/Dean's Project, State University College, Potsdam, New York
John Nixon, State University College, Potsdam, New York

"An Investigation of the Affective Responses of Primary Grade Children to Handicapped Literary Models"
Presiding: Dr. Barbara Baskin, Chairperson, Office of Special Education, State University of New York at Stony Brook, Stony Brook, New York
Sidney Becker, Lecturer, State University of New York at Stony Brook, Stony Brook, New York

"Psychotropic and Antiepileptic Drug Treatment in Programs for the Trainable Mentally Handicapped"
Presiding: Kenneth D. Gadow, Ph.D., Assistant Professor, Office of Special Education, State University of New York at Stony Brook, Stony Brook. New York

"Enhancing the Affective Development of Exceptional Learners: Strategies and Activities"
Presiding: Dr. R. Bruce Baum, Associate Professor, Exceptional Children Education Department, State University College at Buffalo, Buffalo, New York

"The Parent Volunteer System: Effective Help In The Classroom Setting"
Presiding: Amy L. Toole, Supervisor, Coordinator-Regional Demonstration For Preschool Handicapped Children, Putnam/Northern Westchester BOCES, Yorktown Heights, New York
Panel: Ellen Boehm, Early Childhood Teacher, Putnam/Northern Westchester BOCES, Yorktown Heights, New York
Judith Zahra, Parent Volunteer, Putnam/Northern Westchester BOCES, Yorktown Heights, New York

"Overcoming Obstacles in Testing the Cognitive Development of Young Children with Cerebral Palsy: Facilitation and Modification Using a Sensori-Motor Approach
Presiding: Maxine D. Winters, MA, CCC/Sp, United Cerebral Palsy Association of New York, Commack, New York
Helen Hoffman, Ph.D., Psychologist, United Cerebral Palsy Association of New York, Commack, New York

"Programming for Autistic Children"
Presiding: Rebecca Roman, Teacher, Cantalician Center for Learning, Buffalo, New York
Panel: Mary M. DeWald, Teacher, Cantalician Center for Learning, Buffalo, New York

John Carmody, Teacher, Cantalician Center for Learning, Buffalo, New York
Shelly B. Williams, Teacher, Cantalician Center for Learning, Buffalo, New York
John Gaulin, Teacher, Cantalician Center for Learning, Buffalo, New York

"A Social Studies Program for Special Education Students in the Middle Grades"
Presiding: George Kandilakis, Supervisor, Special Education, Board of Cooperative Educational Services, Yorktown Heights, New York
Panel: Janice Thoman, Administrative Assistant, Board of Cooperative Educational Services, Yorktown Heights, New York
William Griffin, Special Education Teacher, Ossining Middle School, Ossining, New York

A 'Total' Total Communication"
Presiding: Suzanne J. Gelber, M.A., C.C.C., United Cerebral Palsy Association of New York State, Inc. Suffolk County Committee, Commack, New York
Susan Sansone, M.S., United Cerebral Palsy Association of New York State, Inc. Suffolk County Committee, Commack, New York

"Use of Meeker's 'Structure of the Intellect' with Mentally Handicapped Students"
Presiding: Beatrice Parnes, Teacher, Cantalician Center for Learning, Buffalo, New York
Jeanne Hillson, Teacher, Cantalician Center for Learning, Buffalo, New York

"Yes, There Is Something Besides Behavior Modification! Alternative Approaches To Behavior Management"
Presiding: David Gurney, Ed.D., State University College at Buffalo, Buffalo, New York
Idajean Windell, Ed.D., State University College at Buffalo, Buffalo, New York

"2 X 1 = FUN": Teaching in a Learning Center
Presiding: Joel Ziev, Human Resources School, Albertson, Long Island, New York
Carol Michael, Teacher, Human Resources School, Albertson, Long Island, New York
Patrice McCarthy, Teacher, Human Resources School, Albertson, Long Island, New York

"The Transdisciplinary Training, Assessment and Consulting Model For Early Childhood Intervention"
Presiding: Amy L. Toole, Supervisor, Coordinator—A Regional Demonstration for Preschool Handicapped Children, Putnam/Northern Westchester BOCES, Yorktown Heights, New York
Panel: Carol Eagen, Early Childhood Teacher, Putnam/Northern Westchester BOCES, Yorktown Heights, New York
Linda Fleck, School Social Worker, Putnam/Northern Westchester BOCES, Yorktown Heights, New York
Fran Vandenberg, Speech & Language Therapist, Putnam/Northern Westchester BOCES, Yorktown Heights, New York
Elaine Zucchi, School Psychologist, Putnam/Northern Westchester BOCES, Yorktown Heights, New York

"Assessing Cognitive Skills Through Art"
Presiding: Rawley A. Silver, Ed.D., A.T.R., Adjunct Research Associate Professor, College of New Rochelle, New Claire Lavin, Ph.D.

"Evaluation of Mentally Retarded Workers: The Vocational Adjustment Rating Scale"
Presiding: Peter R. Barcher, Ph.D., State University of New York at Brockport, Brockport, New York
Robert G. Malgady, Ph.D., New York University, New York, New York
John Davis, M.Ed., Work Experience Center, Rochester City School District, Rochester, New York

"A Mental Health Services Model for Developmentally Disabled Adolescents"
Presiding: Susan L. Frame, Ph.D., Director, Adolescent Mental Health Service, Bronx Developmental Center, Bronx, New York
Panel: Janis Brodie, C.S.W., Adolescent Mental Health Service, Bronx Developmental Center, Bronx, New York
Jay Elkin, M.A., Adolescent Mental Health Service, Bronx Developmental Center, Bronx, New York
Julie Marcus, M.A., Adolescent Mental Health Service, Bronx Developmental Center, Bronx, New York
Nancy Rikoon, A.C.S.W., Adolescent Mental Health Services, Bronx Developmental Center, Bronx, New York

"Psychometric Evaluation of Developmentally Disabled Institutionalized Individuals: A Systematic Analysis"
Presiding: William Dubin, Ph.D., J.N. Adam Developmental Center, Perrysburg, New York
Gary Graber, Ph.D., J.N. Adam Developmental Center, Perrysburg, New York
K. Rager, M.A., J.N. Adam Developmental Center, Perrysburg, New York
Joel Kleinberg, Ph.D., J.N. Adam Developmental Center, Perrysburg, New York

"Providing Student, Family and Teacher Supports for Return to the Least Restrictive Educational Placement: LEA Implementation of PL 89-313"
Presiding: Warren Grund, Ph.D., Director of Special Education, North Syracuse Central Schools, North Syracuse, New York
Panel: Lynda D. Brown, Home/School Resource Teacher, North Syracuse Central Schools, North Syracuse, New York
Joan Porter, Special Education Assistant, North Syracuse Central Schools, North Syracuse, New York
Susan Smith, Special Education Assistant, North Syracuse Central Schools, North Syracuse, New York

"Non-Verbal Does Not Mean Non-Communicator"
Presiding: Susan M. Zippiroli, Curriculum Coordinator, Cantalician Center for Learning, Buffalo, New York
Panel: Santina Mantione, Speech and Language Therapist, Cantalician Center for Learning, Buffalo, New York
Kathy Pratt, Speech and Langauge Therapist, Cantalician Center for Learning, Buffalo, New York

"Setting Realistic I.E.P. Goals Through Criterion Referenced Testing In Academic Skills For the Moderately Retarded Student"
Presiding: Sandra Eiduson, Teacher, Lester B. Foreman Center, Monroe BOCES #1, Fairport, New York
Barbara Mitacek, Teacher, Lester B. Foreman Center, Monroe BOCES #1, Fairport, New York

Saturday, November 17, 1979

"Total Communications Program"
Presiding: Miriam Birchard, Education Director, Staten Island Aid For Retarded Children, Inc., Staten Island, New York

"Managing The Unmanageable" (Model Multi-dimensional Treatment System)
Presiding: William J. Flynn, Treatment Team Leader, Letchworth Village Developmental Center, Thiells, New York
Panel: Charles A. Newman, Team Leader, Letchworth Village Developmental Center, Thiells, New Uork
Barry Rubinson, Team Leader, Letchworth Village Developmental Center, Thiells, New York
Ruth Nieves, Mental Health Therapy Aide, Letchworth Village Developmental Center, Thiells, New York

"Parents—Partners in Normalization"
Presiding: Byron J. Ward, Ph.D., Penfield, New York

"Staff Development Training in a Facility for the Developmentally Disabled-One Model"
Presiding: David Williams, Director of Education and Training, J.N. Adam Developmental Center, Perrysburg, New York

"Staff Utilization: Day Treatment On Grounds Of A State Developmental Center"
Presiding: Steve Barr, Program Coordinator, Hill Unit, Letchworth Village Developmental Center, Thiells, New York
Kathy Mulrooney, Letchworth Village Developmental Center, Thiells, New York
Merry Ellen Gasorek, Letchworth Village Developmental Center, Thiells, New York
Peter Brechbiel, Letchworth Village Developmental Center, Thiells, New York

"Community Residence Program: Embracing The Least Restrictive Alternative"
Presiding: Mary Lee Hasbrouck, Director, Maryhaven Center of Hope, Port Jefferson, New York
Panel: The panel will consist of the Coordinator and various Houseparents of Maryhaven Center of Hope

"The Effects of the Implementation of a Behavior Management System in a Sheltered Workshop Environment
Presiding: George H. Smith, Batavia, New York
Richard J. Caton, Batavia, New York
Raymond Barone, Batavia, New York

"The Teacher and Instructional Media"
Presiding: C. Mildred Tashman, Assistant Professor, Education, The College of St. Rose, Albany, New York
Panel: The panel will consist of special education majors currently enrolled at The College of St. Rose

"Home Instruction in New York City"
Presiding: Sara S. Berger, Teacher of Homebound Children, New York, New York
Panel: Ira J. Gartner, New York
Carole Ellman, New York
Michael Ellman, New York

"The Money Game: Playing It To Win"
Presiding: John T. Thompson, Director of Education, Wyndham Lawn, Lockport, New York

"Teaching Academic Skills Through Motor Activities"
Presiding: Dr. Barbara Flood, Assistant Professor, Special Education Program, State University of New York at Plattsburgh, Plattsburgh, New York
Dr. Berni deGrandpre, Assistant Professor, Special Education Program, State University of New York at Plattsburgh, Plattsburgh, New York

"Teaching Fundamental Movement Patterns To Children With Learning Problems: What To Do If They Don't Hop, Skip, Throw, Catch, Kick, etc."
Presiding: Ronald W. Schworn, Ph.D., Assistant Professor, State University of New York at Albany, Albany, New York

"Mobility Therapy (R) Special Educational Services"
Presiding: Irvin Sandson, Senior Consultant, The New Kaliski Country Day School, Riverdale (New York City), New York
Lotte Kaliski, Senior Consultant, The New Kaliski Country Day School, Riverdale (New York City), New York
David Bronstein, The New Kaliski Country Day School, Riverdale (New York City), New York

"Teaching Reading to Low Achieving Exceptional Students, Ages 10-15"
Presiding: Ben Piltch, Doctoral Candidate, Hofstra University

"Educating Teachers for the Gifted and Talented"
Presiding: Roberta J. McHardy, Doctoral Candidate, Teachers College, Columbia University, New York, New York

"The Relationship between Mental Development and Sensory Integration in Atypical Infants; Predicting Patterns of Learning Through Development of Perceptual Processes"
Presiding: Helen Hoffman, Ph.D., United Cerebral Palsy Assoc. of New York State, Inc., Suffolk County Committee, Commack, New York
Millie Olzinski, OTR, United Cerebral Palsy Assoc. of New York State, Inc., Suffolk County Committee, Commack, New York
Esther Kant, Sr. Pediatric OTR, United Cerebral Palsy Assoc. of New York State, Inc., Suffolk County Committee, Commack, New York
Jeanne Ganz, Pediatric OTR, United Cerebral Palsy Assoc. of New York State, Inc., Suffolk County Committee, Commack, New York

"Parent, Professional—Working Together To Implement 94-142"
Presiding: Betty Pendler, N.Y. State Association for Retarded Children, New York, New York
Shirley Reynolds, N.Y. State Association for Retarded Children, New York, New York
Panel: The panel will include two parents of handicapped children and one professional.

"An Interdisciplinary Approach to Sensori-motor Stimulation for the Child at the Pre-communication Stage: Rationales and Activities"
Presiding: Marydel Wypych, Mary Cariola Children's Center, Rochester, New York
Panel: Gail Serventi, Mary Cariola Children's Center, Rochester, New York
Kimberly F. DeVuyst, Mary Cariola Children's Center, Rochester, New York
Beth Messner, Mary Cariola Children's Center, Rochester, New York

"Project Inspire, In-serivce Program to Individualize and Revitalize Education"
Presiding: Laura B. Gile, Coordinator of Curriculum and Training for Project Inspire, Cooperative Special Services, East Granby, Connecticut
Paul Sinicrope
Irene Hartley

"An Investigation of Cue Dependent Responding in Behavior Management and An Overview of the Research"
Presiding: William Dubin, Ph.D., J.N. Adam Developmental Center, Perrysburg, New York
Robert Ivy, J.N. Adam Developmental Center, Perrysburg, New York
Mike Waldowski, J.N. Adam Developmental Center, Perrysburg, New York

1979 AAMD-CEC CONVENTION REGISTRATION FORM

Holiday Inn/Genesse Plaza
Rochester, N.Y.
November 16-18, 1979

Please read carefully and follow all instructions. This form will be returned if information is incomplete AN/OR payment does not accompany this form.

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ALL REGISTRATION AND ON-SITE REGISTRATION MATERIALS WILL BE AVAILABLE AT THE CONVENTION HOTEL DURING THE CONVENTION ONLY. THIS INCLUDES THE OFFICIAL PROGRAM, NAME BADGES AND TICKETS FOR SPECIAL EVENTS.

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Establishing "Home-School"

(Continued from Page 6)

Gold, M.W. Breaking the expectancy cycle. *Education and Training of the Mentally Retarded,* 1974, 9, 37-40.
Nirje, B. The normalization principle and its human management implications. In R. Kugel and W. Wolfensberger (Eds.) *Changing Patterns in Residential Services for the Mentally Retarded.* Washington: President's Committee on Mental Retardation, 1969. pp. 179-195.
Thompson, T. and Grabowski, J., eds. *Behavior Modification of the Mentally Retarded.* New York: Oxford University Press, 1972.
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Mainstreaming

(Continued from Page 7)

guilty about pulling a child out of class and having him miss work which he probably cannot do anyway. Conflicts may arise between the Special Service teachers and the classroom teacher, who is reluctant to send a child out of the room. It is natural, too, that parents would become concerned when they find that their child has to make up incomplete classwork as well as his regularly assigned homework, all of which is often beyond the child's learning capabilities. The staff is confronted with the additional complication of having a deal with the System's inability to come to terms with this situation. And so it goes on; the perpetuation of a less then efficient educational situation that overlooks the needs of the children, the parents and the teachers.

It is obvious that some major re-alignment is necessary. It is time to wake up to the 1980's. We must become more realistic in our operation. Inflexibility of attitudes and practices can no longer be perpetuated.

Continuous and updated in-service programs will help initiate these needed changes. As a result, new ideas and alternatives can grow. Changes in attitude may be slow to develop but they are essential. The System must take the leadership role by publicly and openly providing educational objectives which are current, realistic, and fair for these children. It is up to the System to change *its* attitudes so that those who work in it are provided a good model.

In the end, a revision of goal expectancies to more individual and realistic levels is a precursor to any other changes which are so desperately needed.

Literature Review

(Continued from Page 8)

References

Cohens, *Accepting Individual Differences,* Niles, Illinois: Developmental Learning Materials, 1977.

Dr. Joyce S. Evans is the director, Special Projects Division, the Southwest Educational Development Laboratory, Austin, Texas. She has had a number of years of experience as a speech therapist. In addition, she has written a number of books, manuals and tests. Some of her articles have appeared in **Exceptional Children, Woman's World, Journal of Learning Disabilities, etc.**

DCLD

DCLD is alive, well, and active—and we encourage your participation. Watch for DCLD activities in the 1979 Convention Program. International DCLD is sending a "big-name" speaker and there will also be research and demonstration papers and a President's Reception. We hope to see you all there.

International DCLD held its first national convention in Louisville this October and it was a huge success with many fine presentations. Special attention was paid to some forthcoming issues of vital concern to every DCLD and CEC member. These will be discussed at the November Convention.

If you are not already a state DCLD member and wish to become one, write now to S.W. Johnson, NY-DCLD President, Mtd. Rt. 8, Plattsburgh, N.Y. 12901.

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